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ABSTRACT

To determine parents' attitudes toward the Nebraska Vocaticnal-Technical School and their assessment of their children's occupational aspirations, questionnaires were sent to the parents of students who graduated from or left the school in the years 1965 through 1969. Findings indicated that a majority of the respondents had some knowledge of the school's program and were concerned about their children's schooling. The parents also felt that the public schools should place greater emphasis on meeting students' needs whether preparing for college or going to work. A majority of the parents also felt that their children made appropriate occupational plans and have the ability to succeed in their selected fields. Although most of the parents indicated that a college education was important they also thought that the public high schools should provide preparation for the world of work. A significant majority felt that the training and expenses at the Nebraska Vocational-Technical School were justified, and almost all of the sample would recommend the school to friends and relatives. Recommendations based on the study findings included a public relations program, improving vocational offerings in the public high schools, planning for program change and use of citizen groups in the process at the Nebraska Vocational-Technical School, and replication of the study in 3 years to assess change. (MF)

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FINAL REPORT

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VOCATIONAL EDUCATION

FOLLOW - UP STUDY:

PARENTS ATTITUDE TOWARD
NEBRASKA VOCATIONAL TECHNICAL SCHOOL'S
EDUCATIONAL PROGRAM
AND
STUDENT'S OCCUPATIONAL ASPIRATIONS

ED 078200

NEBRASKA VOCATIONAL TECHNICAL SCHOOL

MILFORD, NEBRASKA

1971

VT020096

RESEARCH REPORT

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(Part II of III)

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John Treu, Division Chairman
Construction Occupations
Project Director

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INTRODUCTION

The main purposes of this study were to determine parent's attitudes relative to Nebraska Vocational-Technical School's present educational program and the acquisition of parent's assessment relative to their children's occupational aspirations. The committee developing the instrumentation for the study gave serious consideration to the design of the instrument relative to collecting data that could serve as a strategy for change. The change process is an important facet in master planning in the present day educational establishment. The need for change in public schools is hastened due to the emerging educational renaissance and the implication of cooperative federalism.

The Parent's Attitudes Toward the Nebraska Vocational-Technical School resulted in organizing the final report into several sections: Section I, Parent's Attitude Toward Nebraska Vocational-Technical School; Section II, Parent's Feeling Toward Their Children's Present Occupational Choices; Section III, Parent's Feeling About Education for Their Children; Section IV, Parent's Attitudes Relative to Their Children's Future Employment; Section V, Parent's Attitude About Vocational Education in the Nebraska Vocational-Technical School and Section VI, Parent's Attitude About the Programs at Nebraska Vocational-Technical School. The instrument utilized and data generated from this study will provide school administrators and policy-makers with pertinent information relative to: 1) long-range planning for curriculum development and improvement, 2) information pertinent to the guidance department, 3) data that will foster

and stimulate further research, and 4) assist those individuals responsible for education in the occupation relating to the world of work, to plan, develop, and implement realistic programs that are relevant in terms of student and industrial needs of the community served. Another major strategy of the parent study was to gain the parent's attitudes relative to the present educational and training program at Nebraska Vocational-Technical School and to solicit from parents the place and role of their children in the public schools and an assessment by parents of children's occupational and professional aspirations.

PROCEDURES

The data contained in the body of this report are the results of a questionnaire returned by parents of Nebraska Vocational-Technical School students who graduated or left the school in the years 1965 through 1969. There was no duplication of parents due to their having more than one child in school.

Parents who were included in the study were sent the form and a cover letter orienting them relative to the purpose, objectives, and intent of the study. Each parent was instructed to return the instrument as soon as possible. It is significant to note that of the 997 parents included in the study, a total of 467 responded; this return resulted in a 48.5 percent return of the sample, although 4% were not useable.

The findings from this study will provide base data for the decision-makers relative to the parent's attitudes toward Nebraska Vocational-Technical School. A thorough analysis of the tables and figures included in this report will indicate to the layman and the professional educator

that there are certain problems and issues that affect parents as they evaluate the effectiveness of the Nebraska Vocational-Technical School. The impinging factors that relate to choosing an occupation or profession which will be pursued as the life's work by students is a major concern of parents; and these concerns have a direct effect on the policy-makers for the educational establishment. It is hoped that the data contained herein can be effectively used by those in responsible positions to provide the youth of the school with more realistic and responsive programs of education that will prepare the youth of Nebraska more effectively for the world of work. Another important factor is the attitude and feelings that parents demonstrate toward the Nebraska Vocational-Technical School and these will affect the policy-makers' decisions in terms of asking for increased financial responsibility (taxes) from the parents in the areas served. The data analysis and results of this study are the professional inferances made by the committee and to prove cause and effect relationships is extremely difficult; however, the data contained herein lends itself for further statistical treatment.

PURPOSE AND OBJECTIVES OF

PARENT'S ATTITUDE TOWARD THE PUBLIC SCHOOLS

The primary purpose of the study was to determine the parent's attitudes toward education and specifically the education and training offered at Nebraska Vocational-Technical School. A secondary purpose and of equal importance was to determine the parent's perception relative to their children's role in school and concurrently gather important data relative to parent's attitudes about their children's occupational and professional aspirations in the world of work.

To accomplish the purpose of the study, the following primary objectives were identified:

1. To determine parent's satisfaction or dissatisfaction with program offerings at Nebraska Vocational-Technical School.
2. To determine parent's attitude toward expanding Vocational Education in the public school system.
3. To determine the role parents have in assisting children with planning for job training while still in high school.
4. To determine parent's feelings relative to their children's occupational aspirations and compatibility, relative to their aptitude and ability.
5. To determine parent's attitude relative to their children's plans for a college education.

6. To determine parent's attitude relative to increasing taxes to improve the local public schools and Nebraska Vocational-Technical School.

7. To learn parental attitudes toward the education and training programs at Nebraska Vocational-Technical School after their child has left the school.

SECTION I

PARENT'S ATTITUDE TOWARD NEBRASKA VOCATIONAL-TECHNICAL SCHOOL

The parent's study was designed to provide for the collection of pertinent data which would provide the policy-makers of the school with a data base for problem-solving and decision-making. The following data and analysis provide the school officials with information essential in positive educational planning and becomes an important part of the strategy for change.

Analysis of Parents Participating in Study

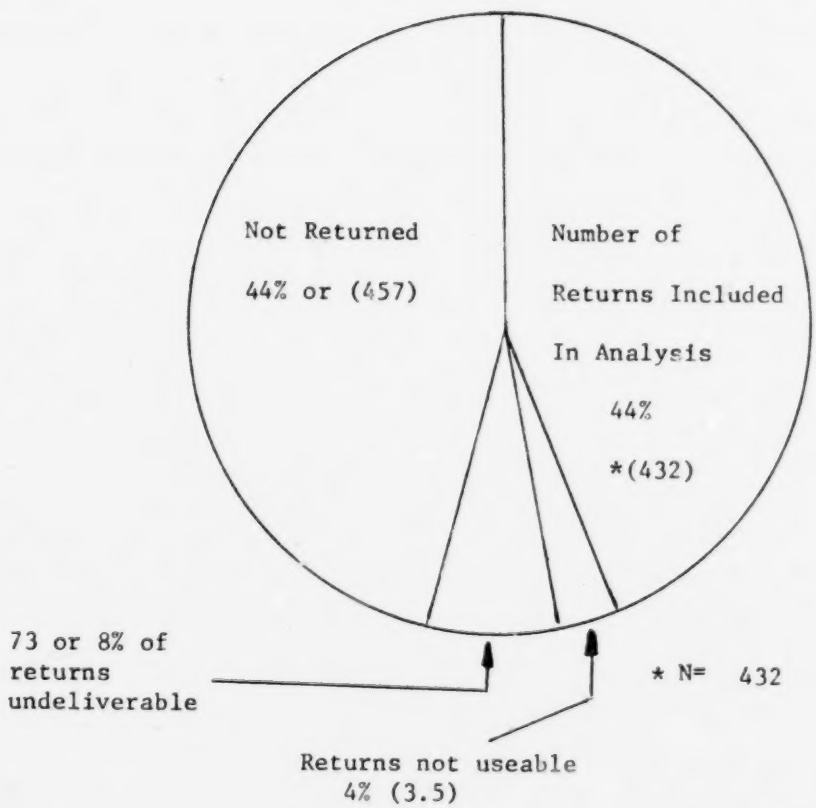
The data in Chart I is a breakdown for the summary of returns by parents who completed and returned the instruments relative to parent's attitude toward Nebraska Vocational-Technical School. A total of 997 parents were included in the study and a total of 540 (56%) could be accounted for including 73 returned marked un-deliverable due to bad address or marked deceased. A total of 432 returns from 1965 through 1969 are included in the data analysis. In this chart only N represents the total number of parents included in the analysis.

All parents received the same orientation in a cover letter relative to the importance of the study and instructions directed parents to return the completed questionnaire at the earliest possible date. It is appropriate to mention that 35 of the returns were not usable due to

improper responses due to parents misinterpreting the instructions. A total of 44 percent of parents solicited constitute the data presented in this final report for the study.

CHART I

SUMMARY OF SAMPLING

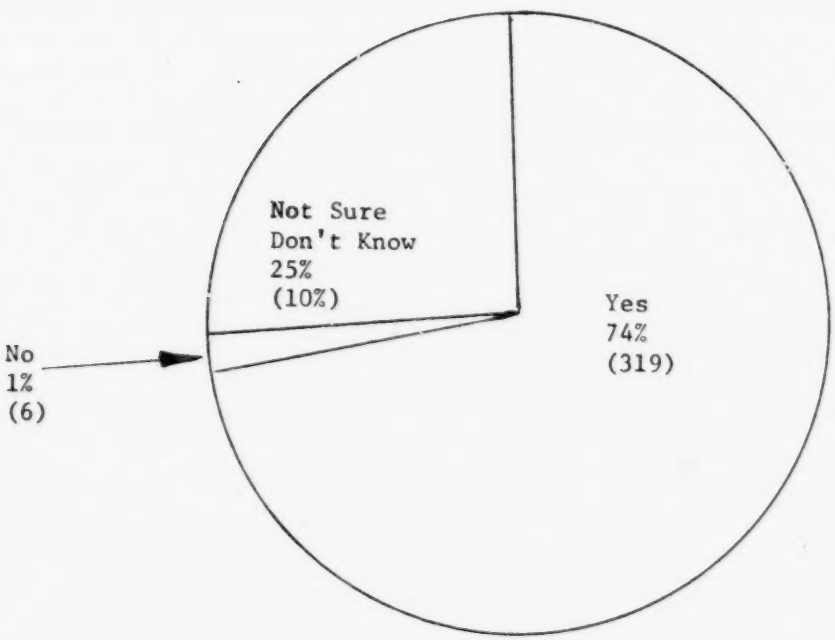


Parent's Responses Relative to
Present Nebraska Vocational-
Technical School Offerings
In Terms of Student Needs

The data in Chart II is a summary of parent's responses relative to their attitude concerning the present curriculum offerings in Nebraska Vocational-Technical School and its responsiveness to student's needs. It is significant to point out that 319 (73.8%) of the parents responding felt that the present curriculum offerings are responsive to students' needs. Only 1 percent, which represents a minority of the parents, indicated they didn't feel that the curriculum offerings in the Nebraska Vocational-Technical School were responsive in terms of student needs. The data contained within this chart indicates to the decision-makers that an additional effort should be made to continue to communicate to the parents and the public served by the school with information relative to the present programs and curriculum offerings for students in the Nebraska Vocational-Technical School. Parents of the students served by this school generally have a working knowledge about the school; it must be pointed out that this condition is not prevalent in most districts in the United States at this time. Public awareness to the school problem really is everyone's concern and solutions are not readily available to policy-makers at any level in the educational system. The results indicate that a minority (25%) of the respondents indicated they were not sure, didn't know or with no response to this item about the present curriculum offerings at Nebraska Vocational-Technical School.

CHART II

PARENT'S RESPONSES RELATIVE TO PRESENT
NEBRASKA VOCATIONAL-TECHNICAL SCHOOL OFFERING
IN TERMS OF STUDENT NEEDS



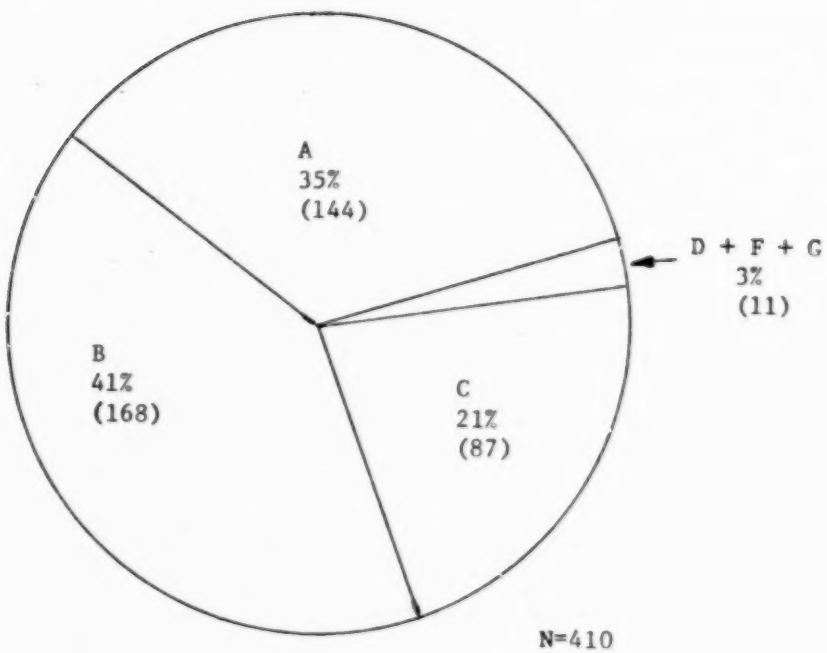
N=432

Parent's Attitude Toward the
Importance of Children Receiving
Good Grades in School

An analysis of Chart III indicates that a sizable majority of the parents (97.3%) had a positive attitude relative to the importance of their children receiving good grades in school. The data from Chart III indicates that parents do have concern for students' activities in school and that their children receive good grades while attending the public school system and Nebraska Vocational-Technical School. The concern shown relative to importance of grades is very much a part of the attitude of American parents in an affluent society. The majority of the clientele served in this school are considered "blue collar" and their educational and social values are consistent with their counterparts in other schools. Often times parents are more concerned with the grades of children than with the quality of the education received.

CHART III

PARENT'S ATTITUDE TOWARD THE IMPORTANCE
OF CHILDREN RECEIVING GOOD GRADES



KEY

Items	Number

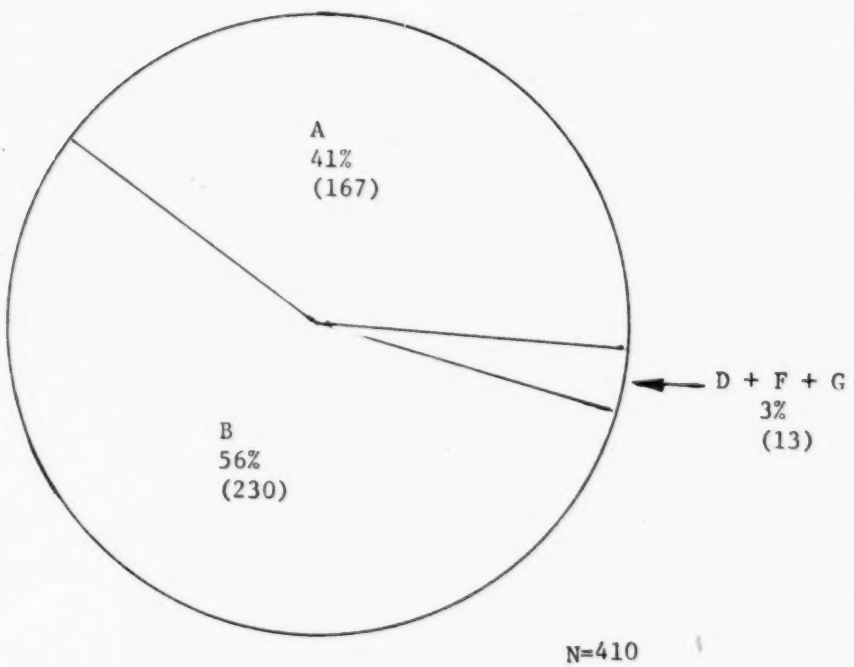
A--Very Important
B--Quite Important
C--Fairly Important
D--Not Very Important
E--Not Important At All
F--No Opinion
G--No Response

Summary of Parent's Attitude
Relative to the Importance of
Children Studying Hard in School

Data from the study revealed that 41 percent of the parents indicated that it was very important that their children study hard in school. Fifty-six percent of the respondents indicated that it was quite important that their children study hard. The evidence presented in Chart IV is a summary of how important to parents it is that their children study hard in school and indicates that the constituents in this school served do have great concern for the grades their children receive and concurrently it is important to them that their children study hard and make use of their time while they are in school. Generally, parents from all classes in our society have concern for the general well-being of their children. The schools have a responsibility to maintain a sense of balance relative to the stress given to the importance of grades. Education has a real mission to carry out, if it will burgeon out of each individual the potential therein. A sobering fact in our society is that the majority of the people are so called "average" in educational achievement.

CHART IV

SUMMARY OF PARENT'S ATTITUDE RELATIVE TO
IMPORTANCE OF CHILDREN STUDYING HARD IN SCHOOL



KEY

Items	Number

A--Very Important
B--Quite Important
C--Fairly Important
D--Not Very Important
E--Not Important At All
F--No Opinion
G--No Response

Parent's Feeling About
School and Their Children

The data in Table I is a summary of those items which contribute to the parent's feeling about school and their children's place within the school system. Parents were asked to respond either Yes, No, No Opinion or Not Applicable, or Don't Know relative to the items indicated in Table I. It is significant that 185 parents (45%) felt that the local school system is too traditional in its present offerings and should be updated to be more responsive to the individual student and community needs. A total of 184 (45%) respondents indicated that they were not unhappy over the lack of success of their children in the present school program and this indicates that parents, although somewhat hesitant to state an opinion, are in the main not totally dissatisfied with the present program. Most of the parents (80%) indicated "yes" relative to the item: "Should guidance and counseling services in the local school system be expanded to better inform students about the world of work?". A large majority of the respondents (78%) indicated that the local school should place greater emphasis on meeting the needs of all students, those preparing for the world of work and those preparing for a college education. An analysis of the data in Table I indicates that parents are fairly well satisfied with the offerings at Nebraska Vocational-Technical School and those items which seem to be in direct conflict are the ones dealing with the program offerings and not those concerned with the unhappiness with the lack of success in school, the guidance services, or other aspects of administering the school program. Generally, parents feel some concern about relevancy of the school curricula in terms of student and community needs.

TABLE I

PARENT'S FEELING ABOUT SCHOOL
AND THEIR CHILDREN

N= 410

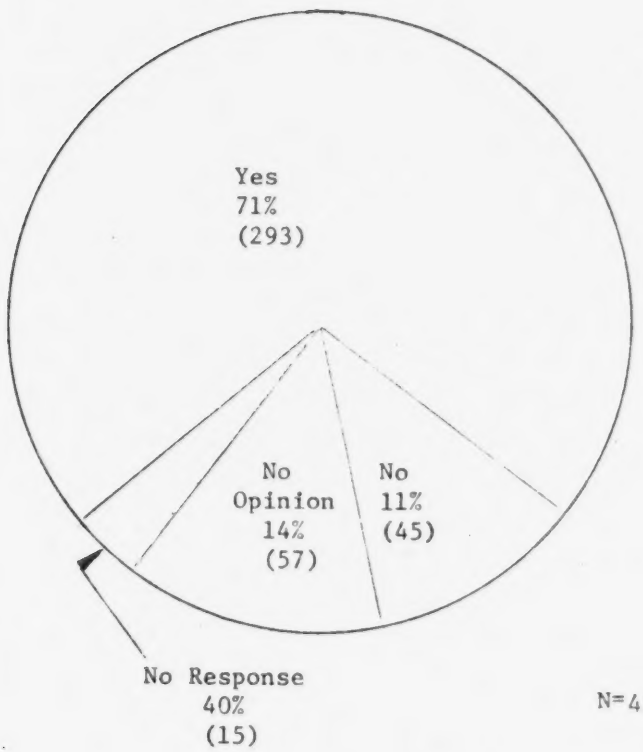
Items which contribute to parents feeling about school and children	YES		NO		NO OPINION		DON'T KNOW OR NOT APPLICABLE		NO RESPONSE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
18 The local school system is too traditional, and it should be updated to be more responsive to individual and community needs.	185	45	77	19	60	15	72	17	16	4
19 I am unhappy over the lack of success by my children in the present school program.	37	9	184	45	65	16	99	24	25	6
22 Should the guidance and counseling services in the local schools be expanded to better inform students about the world of work.	327	80	20	5	50	12	--	--	13	3
25 Should the local schools place a greater emphasis on meeting the needs of all students; those preparing for the world of work and those preparing for a college education.	318	78	17	4	17	4	43	10	15	4

Parents' Responses Relative to The Question of Preparing More High School Youth for the World of Work

The data found in Chart V is a summary of the respondents' attitude relative to their opinion that more of the school's resources (staff, money, facilities, equipment) should be directed toward preparing more high school youth for the world of work. An analysis of the data in Chart V reveals that many (71%) of the respondents indicated that more of the community resources should be used for preparing high school youth for the world of work. A minority (11%) responded "no" to this item on the questionnaire. An analysis of the results in Chart V indicates that the majority of parents responding relative to the satisfaction with the public school programs indicate that there is a need for a review of the present commitment of resources for the overall school system. The results of this study indicate that most parents are cognizant of the importance of Vocational Education and preparing high school youth for the world of work. It may be significant to dispel the concept that all students who enter the world of work have had Vocational Education; this is far from being true. However, the desire to prepare for the world of work can be had in many other programs that can and should be considered at the high school level. Vocational Education is the main thrust at the present time from the federal, state, and local levels; the future labor force of this nation is enrolled in our public schools. Nebraska, like the nation, can no longer have the "early pupil leavers" dropout as a product of this public school system.

CHART V

PARENT'S ATTITUDE RELATIVE TO UTILIZING MORE OF THE COMMUNITIES RESOURCES FOR PREPARING HIGH SCHOOL YOUTH FOR THE WORLD OF WORK



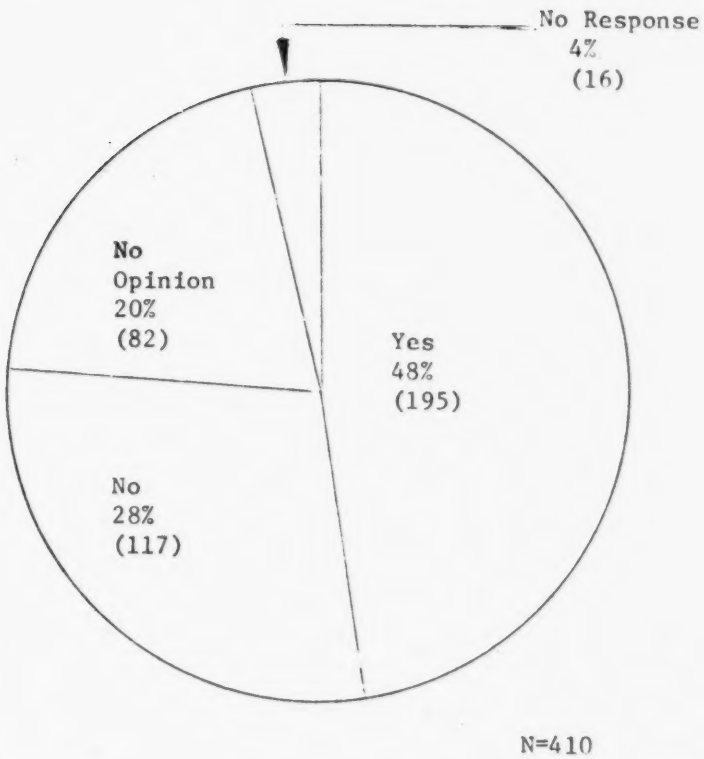
N=410

Are the Local Public Schools
Responsible for Providing More
Education and Training for
Students Not Planning to Attend College

An important item in the parent questionnaire focused on the problem of providing more education and training for those students not planning to attend college. The data in Chart VI shows that a large group (48%) of the respondents indicated that the schools should provide more education and training for those students not planning to attend college. Another group of the respondents (28%) indicated that the schools are not responsible for providing more education and training for those students not college bound. The results of this study presents those in critical positions of decision-making with a base data for reviewing existing programs and projecting new programs in light of student desires and those areas of concern as indicated by parents as they responded to the items within this study. Generally, parents of students in this school are concerned with the opportunities for education and training for the non-college bound student and recognize that worthwhile training should be emphasized in the high school. The result and findings of this study seem to indicate that parents are tempered by the balance required in program offering relative to meeting the educational needs of the community.

CHART VI

SUMMARY OF PARENT'S RESPONSES RELATIVE TO
PROVIDING MORE EDUCATION AND TRAINING
FOR THOSE STUDENTS NOT PLANNING
TO ATTEND COLLEGE



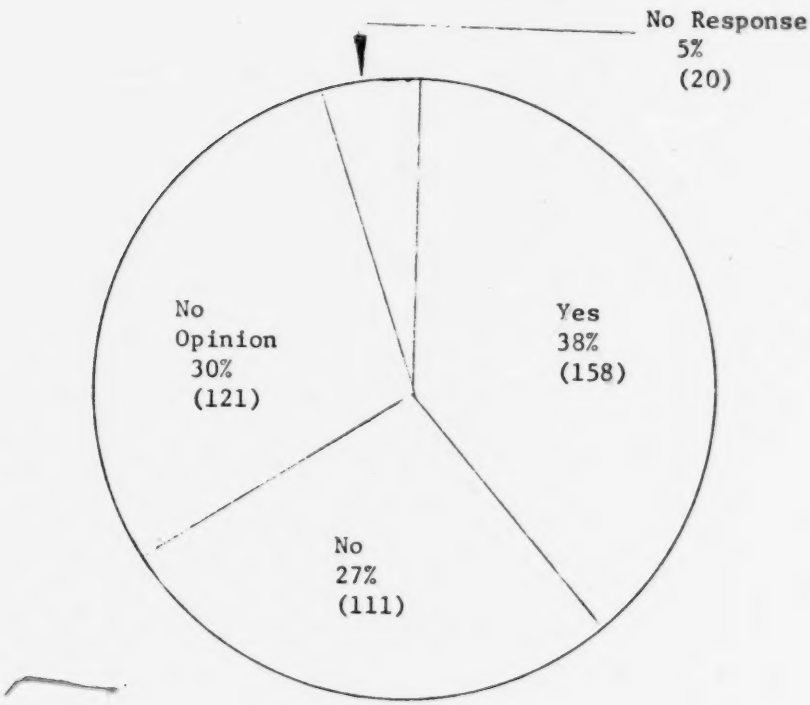
N=410

Respondent's Attitude Relative To Improving the Educational Program for Those Students Preparing for College

An important item in the parent questionnaire was directed to the improvement of educational programs within the public schools to meet the needs of those students preparing for college. An analysis of the data in Chart VII reveals that a significant number (38%) of the respondents indicated there needs to be improvement in the programs specifically designed for the college bound students. The information contained in Chart VII indicates that parents recognize the need for improvement of the educational programs not only for the college bound but also for those who are not planning to attend college. Twenty-seven percent of the respondents indicated that we should not try to improve the educational program for those students preparing for college. Thirty percent indicated they didn't know relative to the improvement of the instructional program within the local public schools. An analysis of the data in this chart reveals that parents do have concern for existing school programs and the results should provide school administrators the guidance and mechanism for evaluating the existing program in light of this study. The results of the group tested at Nebraska Vocational-Technical School indicates that these parents have a concern for the education of children regardless of their own occupational or professional aspirations.

CHART VII

RESPONDENT'S ATTITUDE RELATIVE TO EXPANDING AND IMPROVING THE EDUCATIONAL PROGRAM FOR THOSE STUDENTS PREPARING FOR COLLEGE



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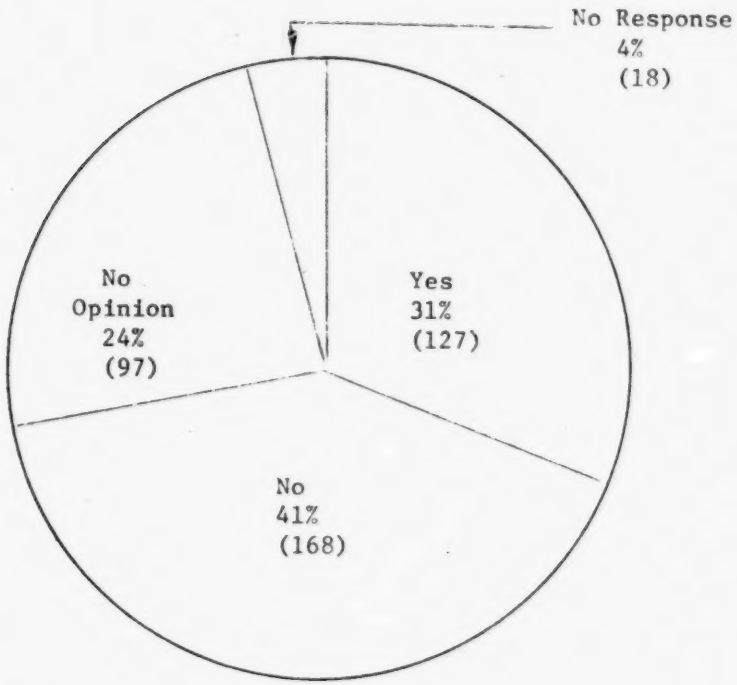
Parent's Responses Relative to Providing Most Students in this Community with the Opportunity to Prepare Themselves for College Attendance

An item on the parent questionnaire was centered around the issue of providing more opportunities for students in this community to prepare themselves for college attendance. The data presented in Chart VIII reveals that 31 percent of the respondents indicated there should be more students preparing for college attendance, while 41 percent of the respondents indicated "no" on this item in the questionnaire. Another 24 percent expressed no opinion. The respondents' attitudes relative to providing more students in the school with an opportunity to prepare themselves for college attendance can best be related in terms of national trends among parents and students to prepare themselves for college attendance. A quick review of the students' responses relative to college attendance indicated roughly one-third were interested in attending a four-year college and of this number those who actually attend would be about a few percentage points less than those indicated by parents. To be realistic one must face the issue that maybe students and parents are not in the process of doing realistic planning relative to preparing for college and college attendance. The pressure from four-year colleges and universities to restrict enrollment will have a definite impact on students and parents planning for college attendance. Parents and students will have to establish one or more alternatives relative to professional preparation, perhaps in the direction of more vocational training in the high school or the post secondary technical school or the community college.

CHART VIII

PARENT'S RESPONSES RELATIVE TO SHOULD MORE STUDENTS IN THIS COMMUNITY PREPARE THEMSELVES FOR COLLEGE ATTENDANCE



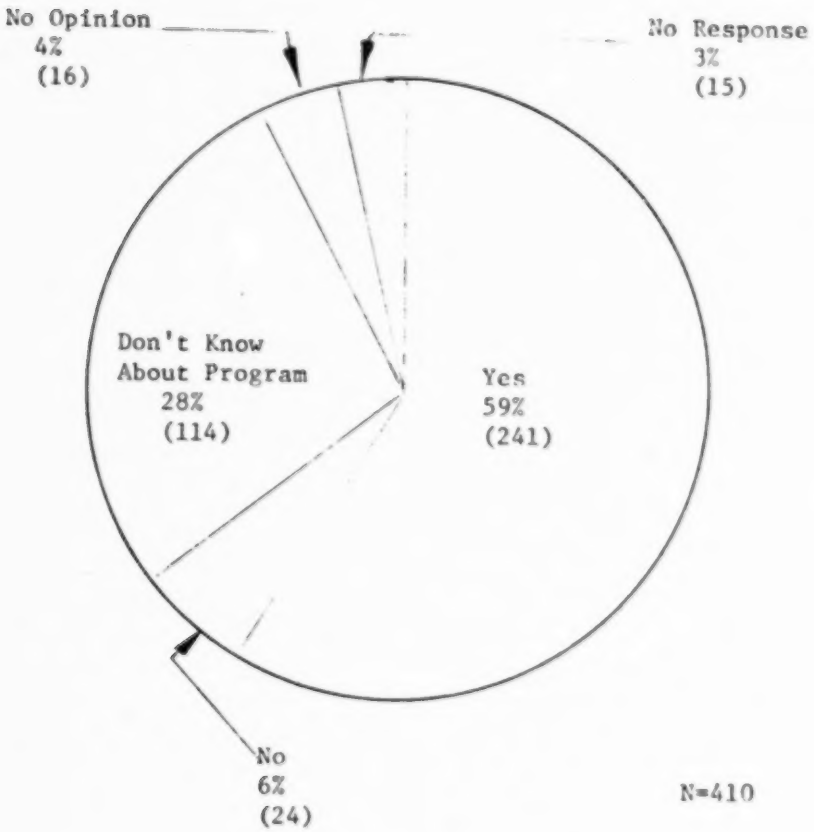
N= 410

Respondent's Attitude Relative to
The Local School Responsibility for
Providing a More Comprehensive Educational
Program to the Students and Community

The data contained in Chart IX is a summary of the item, relative to parents' opinion, "Should the local school system provide a more comprehensive program (Vocational and College Preparation) to bring about a better balance in educational opportunities for students in the school?". A majority of the parents (59%) indicated that the public schools have a responsibility to provide for a more comprehensive program for the students enrolled in the school. One hundred fourteen respondents (28%) answered they "didn't know" relative to this item. These results were expected, due to the fact that many parents are not aware of the terminology in the public school system and particularly the word "comprehensive." A minority of the respondents had "no opinion", answered "no" or had no response to this item on the questionnaire. The data in this final report reveals that parents are cognizant of educational opportunities for their children and are assessing the existing program within the school in light of their knowledge about present program offerings. It is evident that parents feel there is a need for some change within program offerings; the total make-up of these changes or in what direction seems to be a question where this study will assist master planners and those charged with the decision-making with information to consider as they plan for future program change.

CHART IX

SUMMARY OF RESPONDENT'S ATTITUDE RELATIVE
TO THE LOCAL SCHOOL RESPONSIBILITY FOR
PROVIDING A MORE COMPREHENSIVE PROGRAM
(BALANCE BETWEEN VOCATIONAL AND COLLEGE PREPARATION)

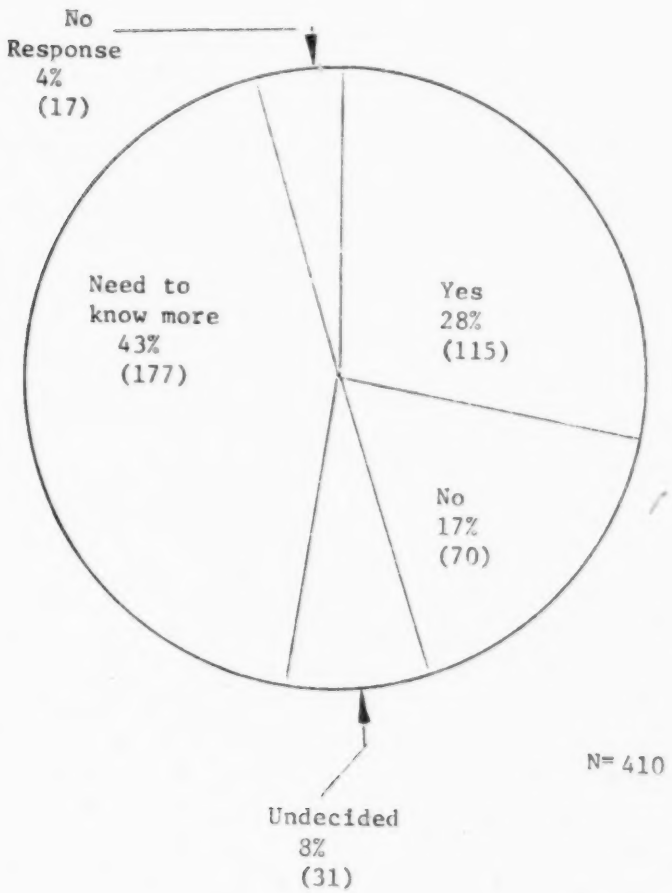


Parent's Attitude Relative to Sharing In an Increased Financial Responsibility to Expand and Improve the Educational Opportunities

One of the most significant items in this study was an item where respondents were asked to indicate their willingness to share in an increased financial responsibility (additional taxes) to expand and improve the educational opportunities for the students and adults of Nebraska. The data contained in Chart X reveals that 28 percent of the respondents indicated they were willing to share an increased financial responsibility to broaden the educational opportunities within the school. A more significant response by parents was the fact that 43 percent indicated they need to know more about the plan. The parent's responses to this item on the questionnaire indicates that it is a communication process between parents, school officials, and the policy-makers relative to gaining financial support for improvement of the public schools. A minority (25%) of the respondents indicated "no" to this item or that they were undecided about the question at this time. The data contained in the chart should indicate to those in responsible positions that the parents in this community seem to be interested in the educational program and are willing to provide support, in terms of financial increases in taxes, if they know more about the program and if it will result in improvement of the educational opportunities for students and adults within this community.

CHART X

PARENT'S ATTITUDE RELATIVE TO SHARING IN AN INCREASED FINANCIAL RESPONSIBILITY TO EXPAND AND IMPROVE EDUCATIONAL OPPORTUNITIES FOR STUDENTS AND ADULTS IN THIS AREA



SECTION II

PARENT'S FEELING TOWARD THEIR CHILDREN'S OCCUPATIONAL CHOICE

A significant portion of the questionnaire was devoted to gaining attitudes or feelings of parents relative to their children's occupational choice. School officials and others cannot plan dynamic educational programs effectively unless there is a communication link between students, parents, and school officials relative to making the program relevant in terms of student and community needs.

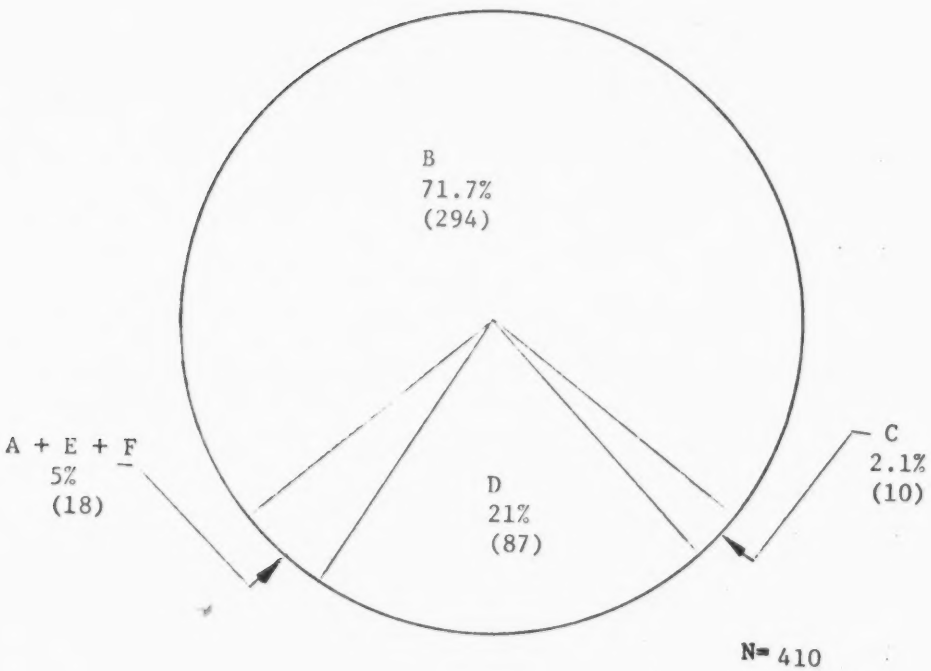
Parent Attitude Toward Children's Present Occupational Plans

The item relative to parent's attitude toward children's present occupational plans was also asked of the student and the findings of results from both studies indicate that parents and students seem to be in agreement relative to the child's present occupational or professional plans. The data contained in Chart XI indicate that 72 percent of the parents feel that their children's choice is a good occupational choice and they have an excellent chance of making good in their chosen field. Eight or (2%) of the respondents indicated they felt their children were "shooting too high" in terms of occupational choice. Twenty-one percent of the parents responding to the questionnaire indicated that it was entirely up to the child concerned relative to his present occupational plans for future employment. An analysis of the data in this case

indicates that parents and children in the study are communicating relative to the child's occupational plans. Further analysis indicates that parents have confidence in the career choices made by the student, thereby implying that guidance and counseling has succeeded.

CHART XI

PARENT'S ATTITUDE TOWARD CHILDREN'S
(CHILD'S) PRESENT OCCUPATIONAL PLANS



KEY

Items	Number

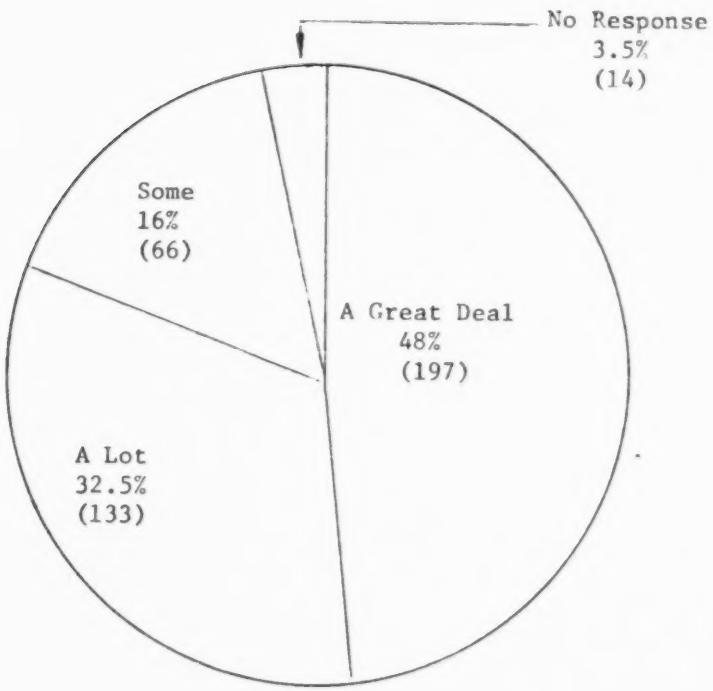
A--Think they are shooting too high
B--Think it is a good occupation and they have a chance of making good
C--Think they should be planning for something different
D--It is entirely up to the child concerned
E--Have never discussed it with them
F--No Response

Parent's Feeling Relative to How Much Occupational Choice Their Children Have in the World of Work

Parents having children in Nebraska Vocational-Technical School were asked to respond to an item relating to expressing their feelings relative to the amount of choice their children have in the world of work. An analysis of the data in Chart XII reveals that 48 percent of the respondents felt their children had a great deal of choice for the world of work. Approximately 32 percent of the respondents indicated they felt their children had a lot of choice, and a minority (16%) indicated their children had some choice. The analysis of the data in this study reveals that parents are confident that children do have a wide range of opportunities in the world of work either in the skilled crafts or the professions. It further indicates that greater communication should be had between parents, students, and school in this all-important process of assisting students in making wise occupational choices early in their educational career.

CHART XII

RESPONDENT'S FEELING RELATIVE TO HOW MUCH OCCUPATIONAL CHOICE THEIR CHILDREN HAVE IN THE WORLD OF WORK



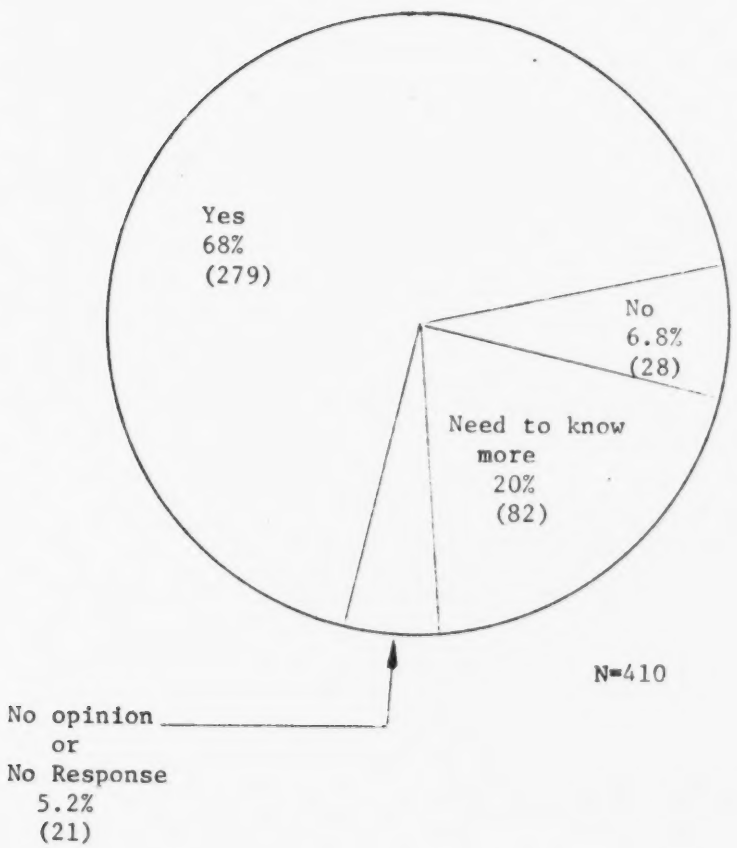
N=410

Parent's Responses Relative to
Having Their Children Learn
Job Skills While in High School

The data in Chart XIII is a summary of parent's responses relative to their attitude for providing their children with an opportunity to learn job skills while still in high school. The data in Chart XIII indicates that a majority of parents (68%) specified they would like to have their children learn job skills while still in high school. This same question was asked to students relative to their desires to have job training in high school; parents and student responses are compatible; both indicated there is a need to learn job skills while still in high school. Of significant interest to those in decision-making is the fact that 20 percent of the respondents indicated they need to know more about the opportunities for their children to learn job skills while still in high school. A minority of the respondents (nearly 20%) answered "no" to this item. An analysis of the data from this study and that of the Student Study reveals that school officials should become more cognizant of students' and parents' wishes relative to having the opportunities to learn new job skills while still in high school. These results further indicate and have implications for an improvement and expanding of vocational education opportunities within the area served by Nebraska Vocational-Technical School. The responses relative to know more about opportunities for learning job skills in high school has implications for the guidance personnel and those responsible for public relations about vocational education opportunities in the state.

CHART XIII

PARENT'S RESPONSES RELATIVE TO HAVING
THEIR CHILDREN LEARN JOB SKILLS
WHILE IN HIGH SCHOOL

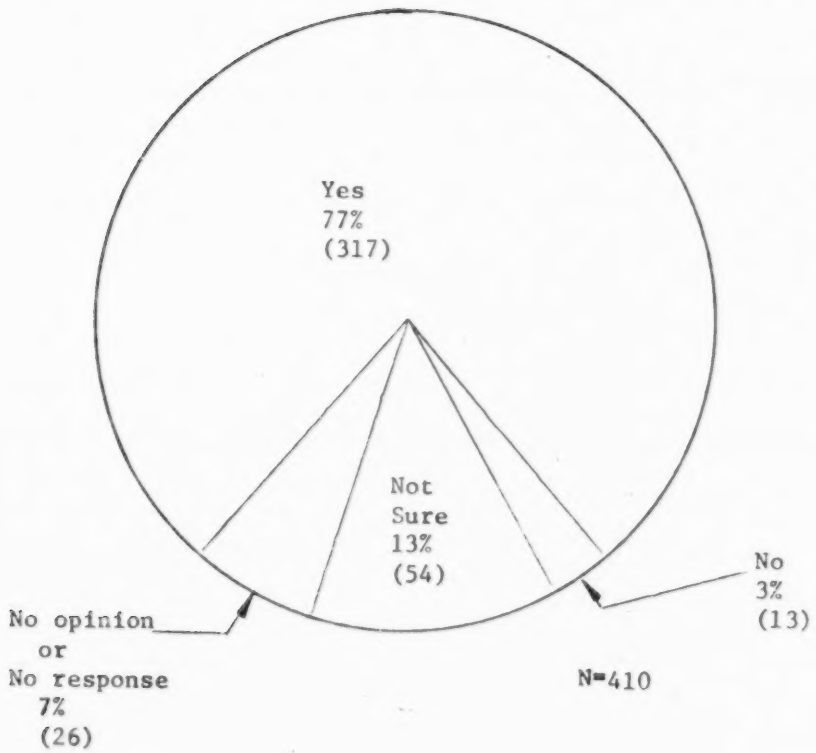


Summary of Parent's Responses About Their Children's Choice of Life's Work in Terms of Ability and Aptitude

A pertinent item on the parent questionnaire was one relating to parent's attitude relative to their children's choice of a life's work in terms of the student's ability, interests, and aptitude. It is significant to note in Chart XIV that 77 percent of the respondents indicated that they felt their children's choice of a life's work were acceptable to them in terms of children's ability and aptitude. A total of 13 percent indicated they were not sure about the compatability of the child's selected occupational choice in terms of his abilities and aptitude to succeed in his chosen occupation. A minority of 3 percent answered "no opinion" to this item. The data in this chart reveals that the parents of students served in this school have a great amount of confidence in their children to choose an occupational career for themselves, and concurrently are confident in terms of appraising the child's ability and aptitude to succeed in his chosen occupation. This study reveals that the responses to this question are typical of responses made by parents in other geographical parts of the nation; in many cases parents have taken an unrealistic view in terms of assessing the individual child's ability and aptitude for a chosen occupation. The implications here would be that there is a greater need to provide parents with more information about occupational skills and entrance requirements, working conditions, financial returns, security, and other aspects relating to improving the child's choice of an occupation for life's work, as well as continually stressing the need for parent-child communication.

CHART XIV

SUMMARY OF PARENT'S RESPONSES ABOUT
THEIR CHILDREN'S CHOICE FOR
A LIFE'S WORK IN TERMS OF
ABILITY AND APTITUDE



SECTION III

PARENT'S FEELING ABOUT THE AMOUNT OF EDUCATION REQUIRED FOR THEIR CHILDREN

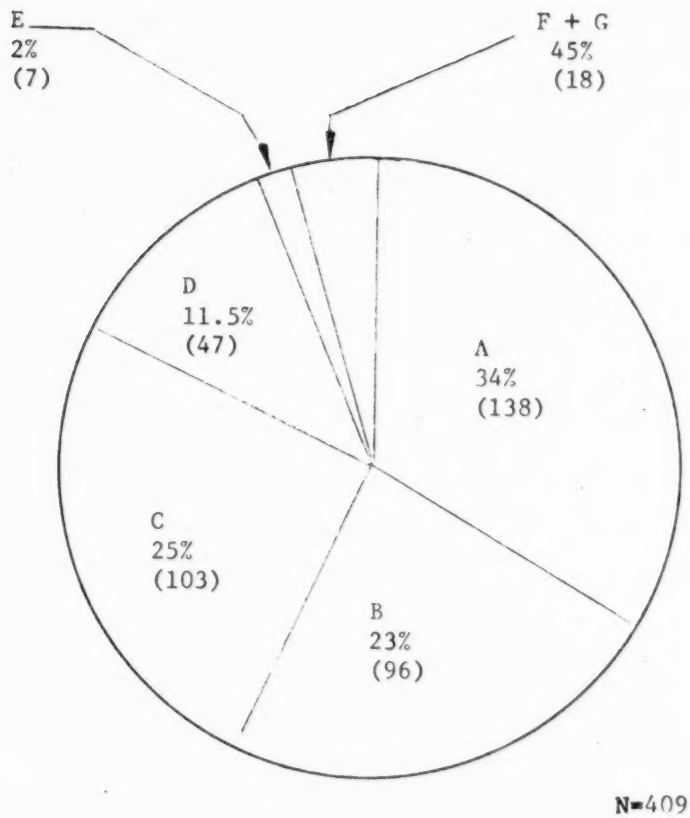
The study was designed to elicit from parents data relative to the importance of education for their children. This section is a summary of the results obtained from the study.

Respondent's Attitude Relative to The Importance of a College Education for Their Children

The data collected from the respondents included an item relating to the importance of a college education for their children. An analysis of the findings in Chart XV indicate that 34 percent of the respondents said that a college education is very important. A total of 23 percent indicated it was quite important and 25 percent indicated that it was fairly important to them that their children have a college education. The findings of this study indicate, again, that parents truly have a sincere aspiration for their children to have a college education. A sincere and constructive observation of the responses to this item may reveal that parents are not truthful with themselves, when one realizes the family finances, the student's academic ability, and the student's real interests for a college education. In an affluent society most parents desire for their children those things in life which they themselves were denied; however, as educators we have a dual responsibility not only to the child but to the parent in terms of providing information relative to providing appropriate occupational and professional choices for a life's work.

CHART XV

RESPONDENT'S ATTITUDE RELATIVE TO THE IMPORTANCE OF A COLLEGE EDUCATION FOR THEIR CHILDREN



N=409

KEY

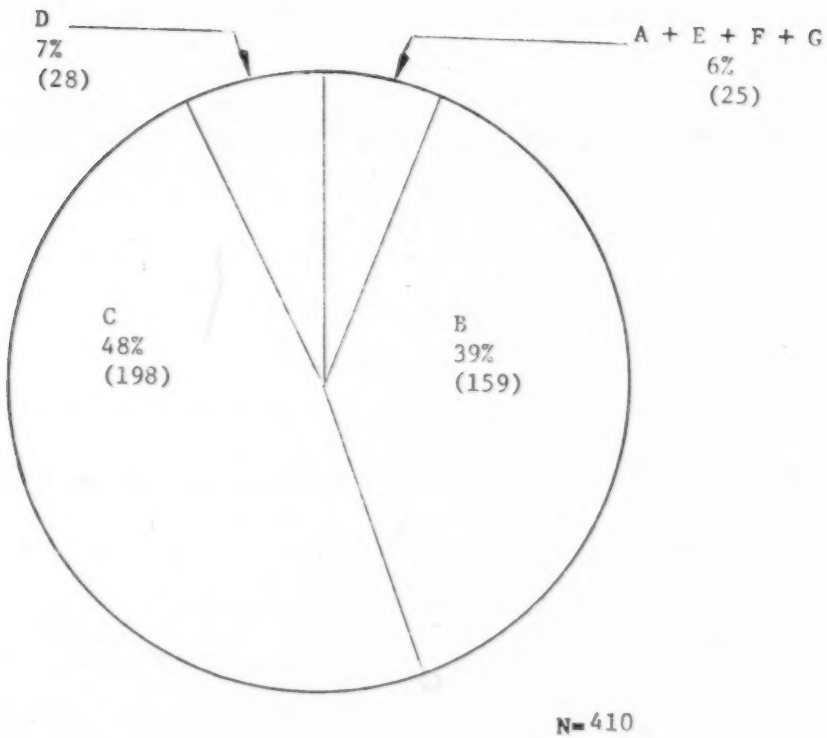
Items	Number
A--Very Important	
B--Quite Important	
C--Fairly Important	
D--Not Very Important	
E--Not Important At All	
F--No Opinion	
G--No Response	

Respondent's Summary Relative to Their Feelings About Their Children Attending College

An item in the parent questionnaire was designed to solicit opinion or feelings of parents relative to their children attending college. The data in Chart XVI reveals that 38 percent of the respondents indicated they actively urge their children to attend college. A total of 48 percent of the respondents indicated that the decision to attend college is for the individual child to make. Further data analysis indicates that parents generally react positively in terms of their attitude toward their children attending college. The supposition being here, again, that parents have strong aspirations for their children and in many respects this is to be expected from parents. The need for additional study to make further analysis in terms of why parents think their children should have a college education and at the same time ignore other possibilities that may be more acceptable to the child. An observation of career planning for children done by parents, reflects the aspiration of family and not necessarily those of the individual student concerned.

CHART XVI

SUMMARY OF PARENT'S FEELINGS RELATIVE TO
THEIR CHILDREN ATTENDING COLLEGE



KEY

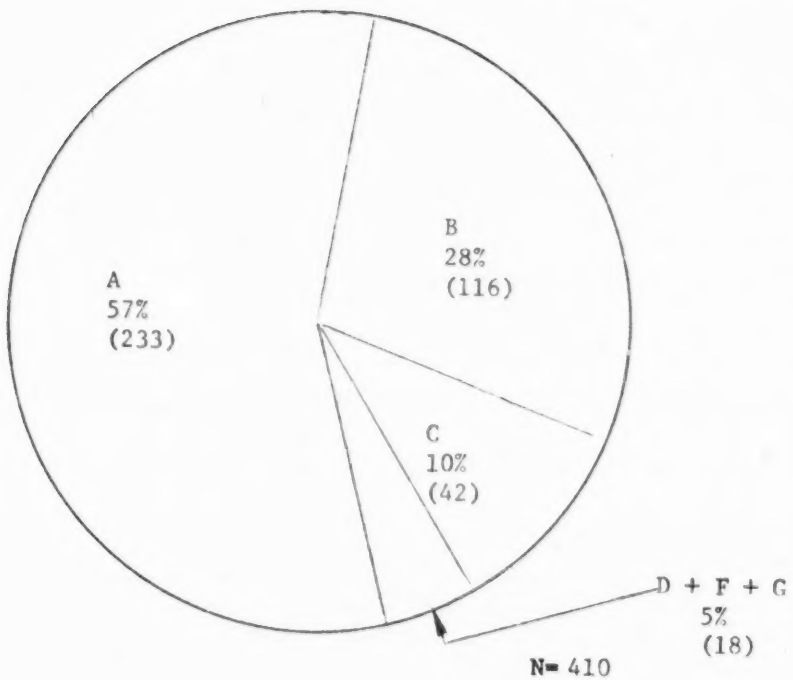
Items	Number
A--Take it for granted they will go to college	
B--Actively urge them to attend college	
C--The decision is for the individual (child) to make	
D--Have mixed feelings about my children attending college	
E--I am opposed to my children (child) attending college	
F--Don't know at this time	
G--No response	

Parent's Attitude About
The Importance of Education
Beyond the High School
For Their Children

An aspect of this study was to provide for an analysis of parents' attitudes relative to the importance of education beyond the high school for their children. The respondents were asked to rate their feelings or attitudes about education beyond the high school as to being very important, quite important, fairly important, not very important, not important at all, and no opinion. The data in Chart XVII reveals that respondents feel (57%) that education beyond the high school for their children is very important. It might be well to point out that parents did not indicate as to what kind of education beyond the high school would be most effective for their children. A vast majority of the respondents indicated that education beyond the high school is important and should be meaningful to children. An analysis of the data relative to this question further indicates and has implications for the various kinds of programs available for students to receive additional education and training beyond the high school. It may be important that parents and students plan for alternatives relative to education beyond the high school, if plans did not materialize for the child's attendance at a four-year institution. Further information and data relative to educational opportunities should be explored as alternatives by school, parents, and the child concerned relative to planning for this all-important facet of education beyond the high school.

CHART XVII

RESPONDENT'S ATTITUDES ABOUT THE IMPORTANCE
OF EDUCATION BEYOND THE HIGH SCHOOL
FOR THEIR CHILDREN



KEY

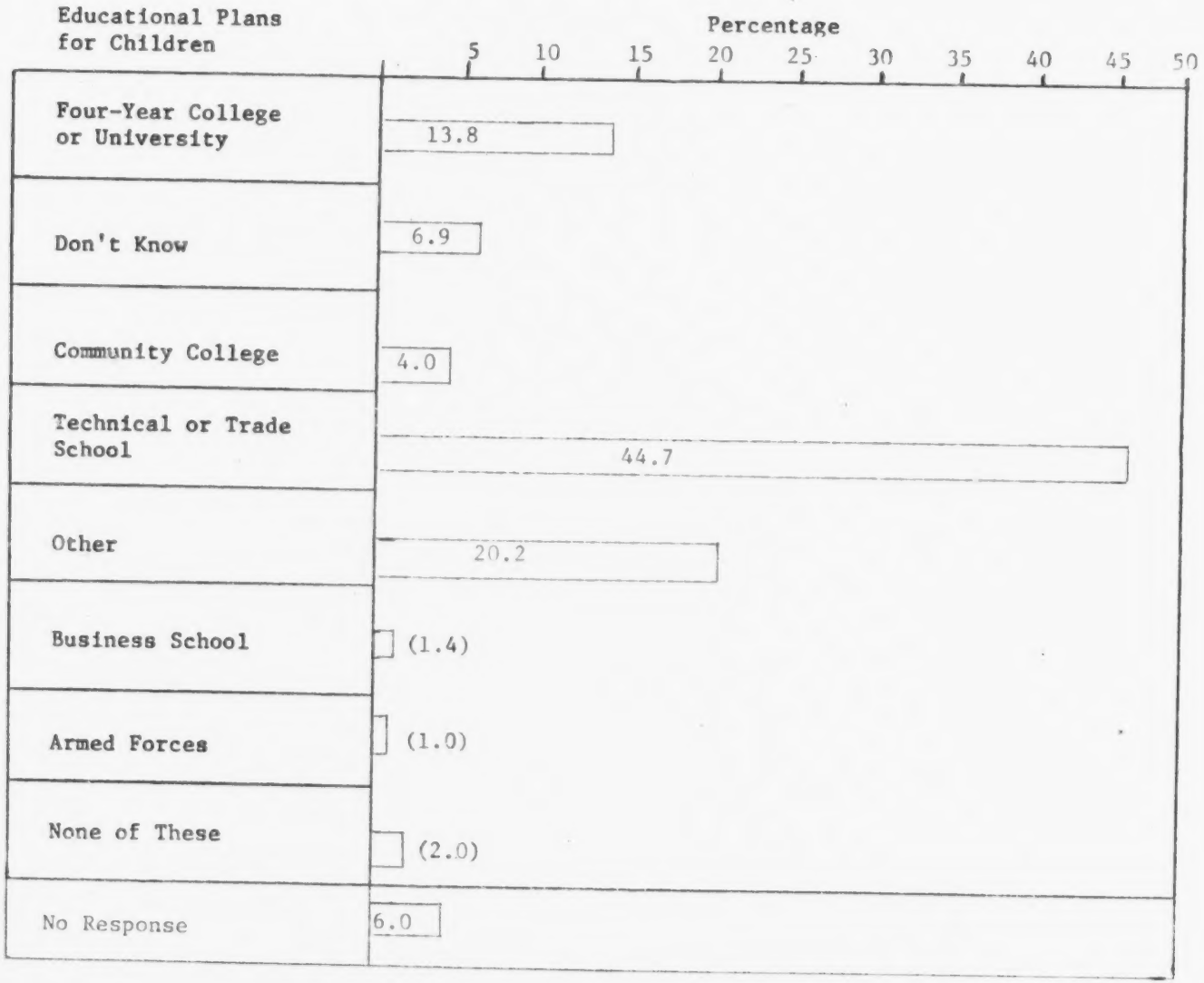
Items	Number
A--Very Important	
B--Quite Important	
C--Fairly Important	
D--Not Very Important	
E--Not Important At All	
F--No Opinion	
G--No Response	

School Summary of Parent's
Present Educational Plans
After High School

Several items from the questionnaire were designed to identify the specific institutions which parents could identify as being the one selected with their children for attendance after they complete high school. The data contained in Figure I reveals that about 14 percent of the parents responding indicated they would like to have their child attend a four-year college or university. Approximately 7 percent of the parents really didn't know relative to identifying the institution that would provide educational opportunities for their children after high school. About 49 percent of the responses indicated parents would like to have their children attend a Community College, Technical or Trade School after the completion of high school education. While 20 percent indicated an "other" preference, a minority of the respondents identified Business School. Only 2 percent of the parents indicated "none of these" as an option open to students relative to education beyond the high school. An analysis of the data from this study reveals that parents have great aspirations for education beyond high school for their children; and when they are asked to identify the specific institutions where they would like to have their children attend, the four year college or university, Vocational or Technical Schools or other (unspecified) seem to emerge as predominant choices. This analysis may indicate that parents have given some thought to the educational opportunities available to students and that the planning done with children may be fairly consistent in terms of educational opportunities available to the student and compatible with the resources available from the family.

FIGURE I

SUMMARY OF RESPONDENT'S PRESENT EDUCATIONAL PLANS FOR THEIR CHILDREN AFTER HIGH SCHOOL



N = 405

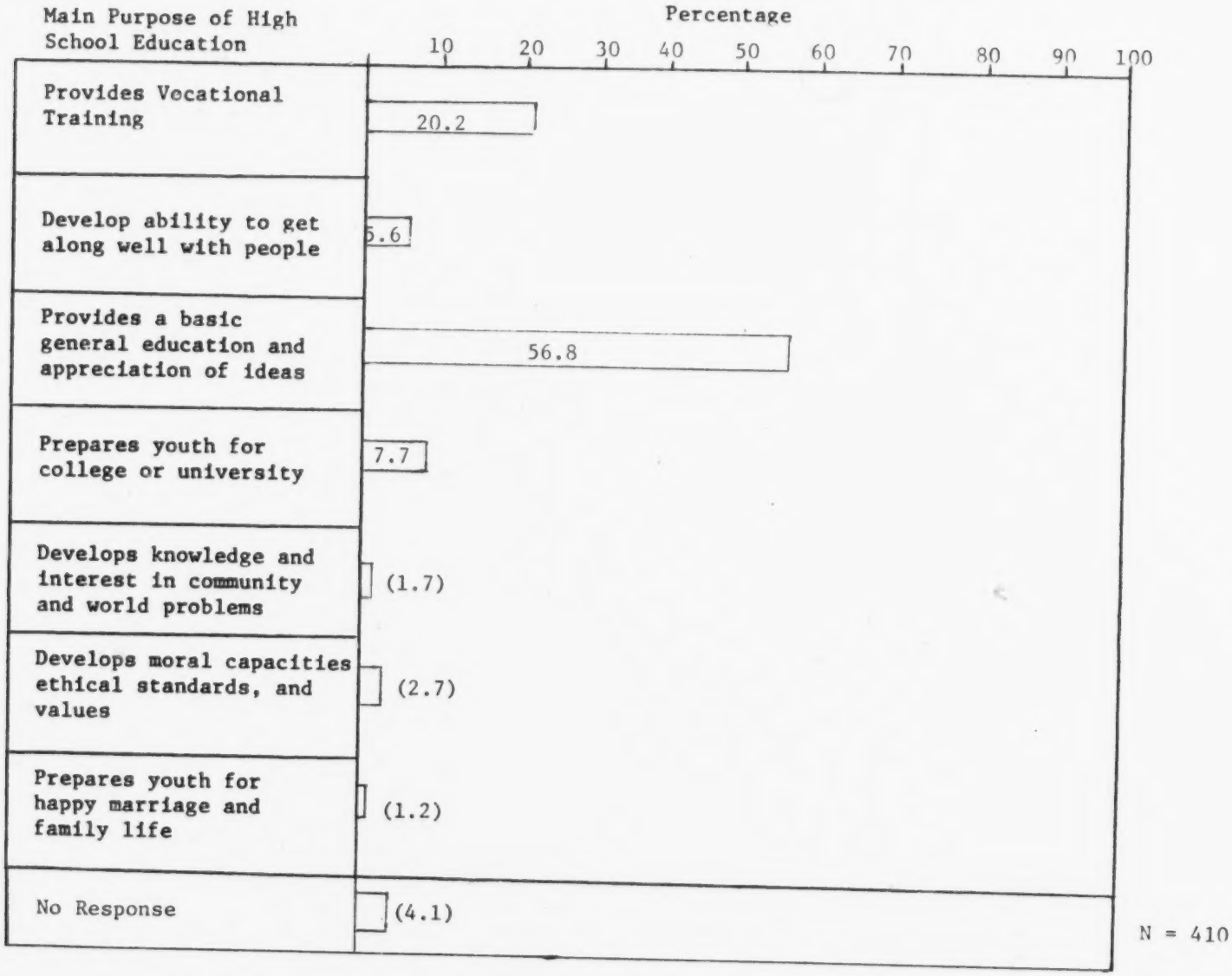
Summary of Parent's Attitude
Relative to the Main Purpose
Of a High School Education

Parents were asked to rate items relative to the main purpose of a high school education; the data in Figure II reveals that about 20% of those responding indicate that the public high school should provide vocational training for students. However, the majority of the respondents (57%) indicated that the primary function and mission of the high school is to provide a basic general education and an appreciation of ideas. A small minority (7.7%) of the respondents indicated that the responsibility is to prepare youth for college or university attendance. An item rated in the minority relative to the purpose of a high school education was: to develop moral capacities, ethical standards, and values. A significant point brought out by the results of this study indicates that parents feel the public schools have no responsibility to prepare youth for happy marriage and family life. This reaction has implications for the Home Economics Education program in the public schools and stresses the need for greater communication between schools, parents, and students. Another interesting point in the study (as compared to earlier studies) is the increased awareness of the role of the high school in career preparation. Further analysis of the data in this figure indicates that parents in this study react as other parents have, nationwide, as they try to identify the real purpose and function of a high school education. The results of this study and, particularly this item indicates that the public school needs to improve its image in the eyes of parents relative to the mission of the school. The administrators and

policy-makers may want to make a public relations campaign to emphasize to the parents and students the philosophy, objectives, and mission of the public schools.

FIGURE II

PARENT'S OPINION RELATIVE TO THE MAIN PURPOSE OF A HIGH SCHOOL EDUCATION

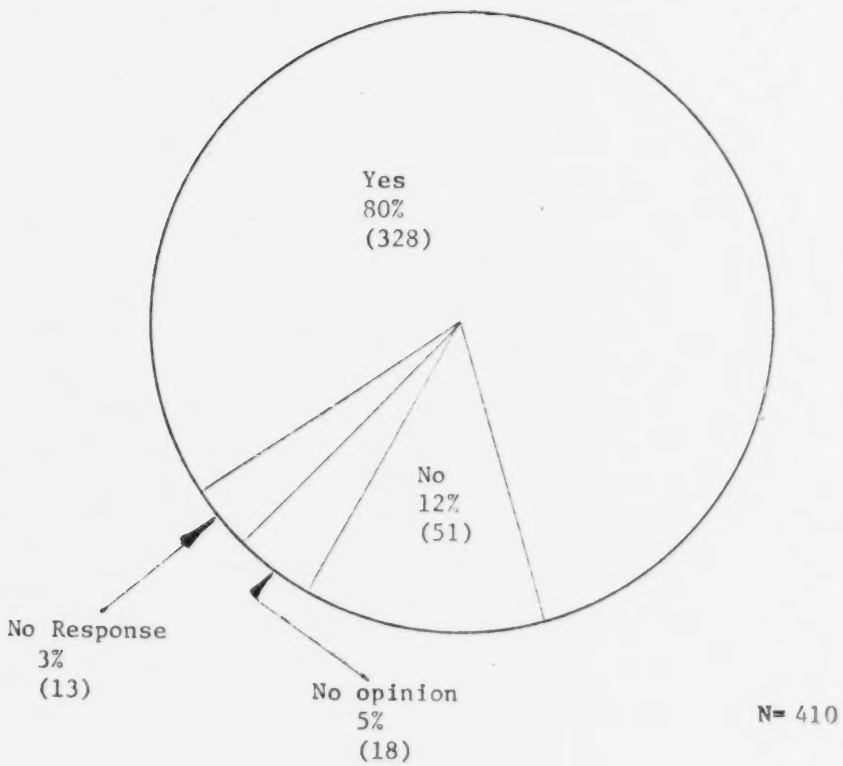


Parent's Attitude Relative to
The Importance of Students
Preparing for the World of Work
While Still in High School

An item in the Student Study was asked again in the parent questionnaire relative to the importance of students preparing for the world of work while still in high school. The data in Chart XVIII reveals that a majority (80%) of the respondents indicated that it was important that students prepare for the world of work while still in high school. It is significant that the results in both studies, students, and parents are compatible on this one item; there seems to be a direct relationship between the thinking by parents and students relative to preparing themselves for the world of work while still in high school. A minority (12%) answered "no" to this particular item. An analysis of the student responses indicated that none of the students indicated they did not desire to learn a job skill while still in high school. It is significant that 12 percent of the parents share this opinion; this can best be explained by the fact that this minority of parents answering "no" to this item have definitely established some professional goal to be pursued by their children. The findings from this particular item on the questionnaire should be of great importance to the policy-makers as they plan for program changes in occupational education to meet the needs of students and community.

CHART XVIII

SUMMARY OF RESPONDENT'S ATTITUDE RELATIVE TO THE IMPORTANCE OF STUDENTS PREPARING FOR THE WORLD OF WORK WHILE STILL IN HIGH SCHOOL



SECTION IV

PARENT'S ATTITUDE RELATIVE TO THEIR CHILDREN'S FUTURE EMPLOYMENT OPPORTUNITIES

One of the more important aspects of the study was to gain an insight relative to parents' attitude about the choice of their children's future employment. As in most situations, parents are sincerely interested in the child's selection of an occupation and are directly concerned with assisting the student in achieving these goals either through personal or financial assistance that will provide for a mutual satisfaction in terms of goal achievement.

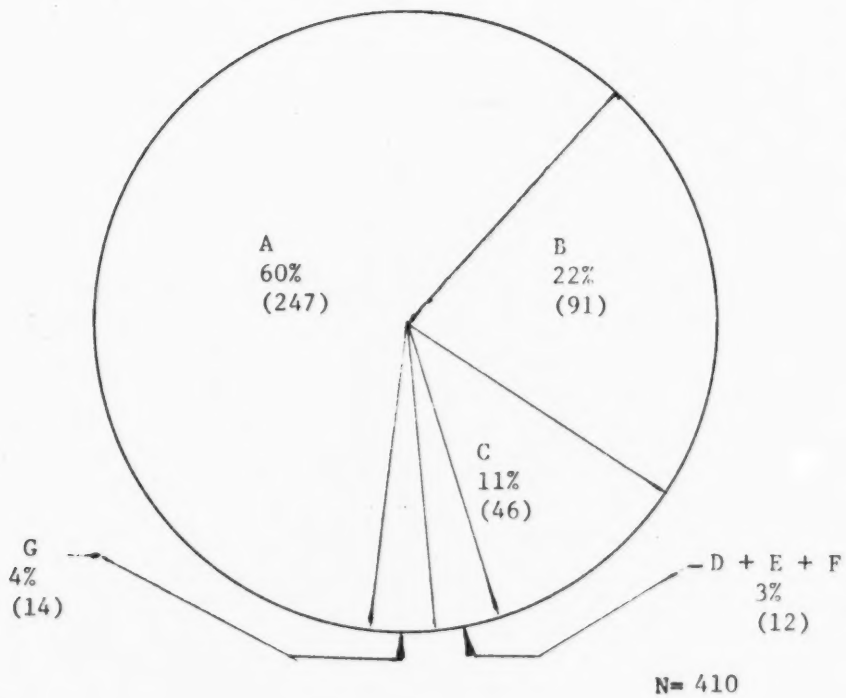
Summary of Parent's Attitude About the Intensity of Thought Given to Their Children's Future Job and Employment

The data contained in Chart XIX is a summary of the parents' attitude relative to the intensity of thought given to their children's future job and employment. Parents responding to this item are extremely interested in their children's future and the kind of work they choose for a life's occupation. The data contained in Chart XIX indicates that 60 percent of the respondents had given a great deal of thought about their children's future and employment. The majority (93%) of the parents indicated they had given a great deal, a lot, or some thought to the future of their children in terms of employment and jobs. A minority of respondents indicated they had given little thought to their children's plans. An

analysis of the data in this chart indicates that parents are reacting positively relative to giving some serious thought to providing their children with guidance and counseling relative to future employment and job opportunities.

CHART XIX

SUMMARY OF PARENT'S ATTITUDE ABOUT THE
INTENSITY OF THOUGHT GIVEN TO
THEIR CHILDREN'S FUTURE JOB
AND EMPLOYMENT



KEY

Items	Number

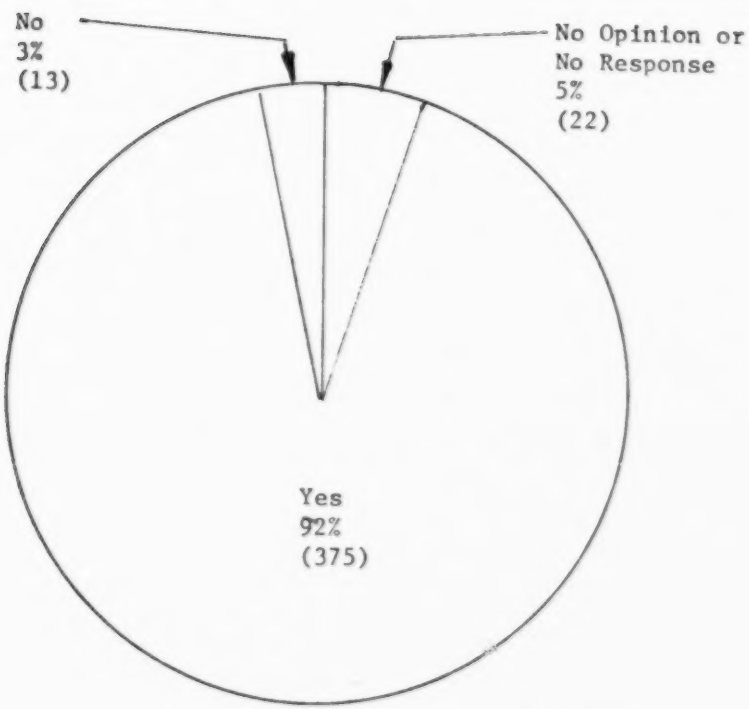
A--A great deal
B--A lot
C--Some
D--Little
E--Not much
F--Confused about their plans
G--No Response

Respondent's Attitude Relative To the Dignity in the World of Work and for Those Who Work With Their Hands

Another item of significant value in this study is the compatibility of parents and student attitude relative to the dignity in the world of work for those who work with their hands. The data in Chart XX indicates that the vast majority (92%) of the respondents indicated there was dignity in work and also for those who work with their hands. The results of the data in this chart reveals additional information about the socio-economic status of those served by Nebraska Vocational-Technical School; this study reveals that this is a blue-collared group and that parents, like students, agree there is dignity in the world of work for those who work with their hands. The responses to this item further collaborates the need for a critical review of existing vocational programs and the offerings in light of student needs and with the compatibility of parent's attitude toward vocational education and the world of work.

CHART XX

RESPONDENT'S ATTITUDE RELATIVE TO THE DIGNITY IN THE WORLD OF WORK AND FOR THOSE WHO WORK WITH THEIR HANDS



N=410

SECTION V

PARENT'S ATTITUDE ABOUT VOCATIONAL EDUCATION IN THE PUBLIC SCHOOLS

An important facet of the parents' attitude scale was to determine their ideas and concepts about offering vocational education in the high schools. Those in critical positions for decision-making realize the importance of having parents' consent and backing relative to establishing or improving existing programs regardless of the direction, general academic, college preparation, or training for the world of work. The public relations aspect and communication with parents on the part of teachers and school administrators is an important function to insure the cooperation and smooth management for operating the educational program. An analysis of the data in Table II is a summary of parents' attitude about offering vocational education in the public schools. Parents were asked to respond yes, no, or no opinion relative to the six items that are included in this table. Parent's responses reveal that 22 (5%) of those responding indicated their children were in a cooperative education program. A total of one hundred sixty-nine (41%) of the respondents indicated they would like to have their children enrolled in a cooperative education program and the responses to this item should indicate to vocational planners and school administrators alike the need to expand the cooperative education program within the school. A total of 69 percent of the respondents indicated they felt vocational education should be expanded in the local high schools and at Nebraska Vocational-Technical School. This data coupled with some willingness to provide

additional financial support for expanding programs at all levels, vocational and general academic, should have an impact on the decisions made by school planners for future programming in the school. It is significant to note that 85 percent (351) of the respondents indicate they would not oppose their children's decision to enroll in vocational education programs in high school. The data from the parents' study indicates, again, that possibly the reason students are not enrolling in vocational education programs is due to the fact that the offerings are not compatible with the interests of the student body. A total of 342 (83%) of the respondents said they felt that students in Nebraska would and could profit from having vocational education in high school, the results of this item and the item where parents were asked to respond to the item, "Would their children profit from having vocational education in high school?". A total of 78 percent indicated their children would profit from having vocational training. Further analysis of the data in this table reveals that the student and parent feeling about vocational education at the high school level are compatible and the results from this study and the Student Study at Nebraska Vocational-Technical School should provide the base data for the decision-makers.

TABLE II

PARENT'S ATTITUDES ABOUT VOCATIONAL EDUCATION IN THE PUBLIC SCHOOLS

N=410

Items contributing to attitudes about Vocational Education in the public schools	YES		NO		DON'T KNOW		NO RESPONSE	
13 Are your children participating in a cooperative education program?	22	5	347	85	6	1	35	9
14 Would you like to have your children enroll in such a program if it were more available?	169	41	208	51	0	0	33	8
15 Do you feel vocational education should be expanded at Nebraska Vocational-Technical School?	282	69	22	5	87	21	19	5
17 Would you oppose your children's decision to enroll in vocational education courses in high school?	36	9	351	85	11	3	12	3
21 Do you feel there are many students in your community who could profit from vocational training while still in high school?	342	83	13	4	45	11	10	2
23 Do you think your children would profit from having some vocational training while in high school?	321	78	28	7	18	4	43	11

SECTION VI

PARENT'S ATTITUDE ABOUT JOB PREPARATORY TRAINING AT NEBRASKA VOCATIONAL-TECHNICAL SCHOOL

Of prime interest to teachers, supervisors, and administrators was parent's attitude toward their program offering following their child's graduation or upon leaving the school. Was the child succeeding and would parents recommend the institution to others? Much future acceptance and future expansion of programs would depend on whether the institution was achieving its goals as conceived by the parents.

Tables XXI and XXII show a summary of the parent's responses to two questions asked of them. A total of 359 (87%) answered "yes" when asked if the educational and training experience at Nebraska Vocational-Technical School prepared their child for the world of work. Thirteen (3%) indicated "no" while 23 (5%) were "uncertain". This data would indicate a high degree of parential satisfaction with the programs offered by Nebraska Vocational-Technical School and the personnel at Nebraska Vocational-Technical School should be commended for their efforts. Not answered are the reasons why the minority did not respond positively. Unanimity is difficult to achieve in most situations, but perhaps officials should further investigate to determine if deficiencies do exist in their programs.

Ninety-six percent (393) were even more positive when replying to whether they would recommend Nebraska Vocational-Technical School to friends and relatives. One answered "no" while 16 replied "doubtful" or gave no response. This is consistent with the previous question and is a strong vote of confidence for the efforts of personnel at Nebraska Vocational-Technical School.

CHART XXI

SUMMARY OF PARENT'S ATTITUDE ABOUT THE
TRAINING AND EDUCATIONAL EXPENSES AT
NEBRASKA VOCATIONAL-TECHNICAL SCHOOL
TOWARD PREPARING THEIR CHILD FOR THE WORLD OF WORK

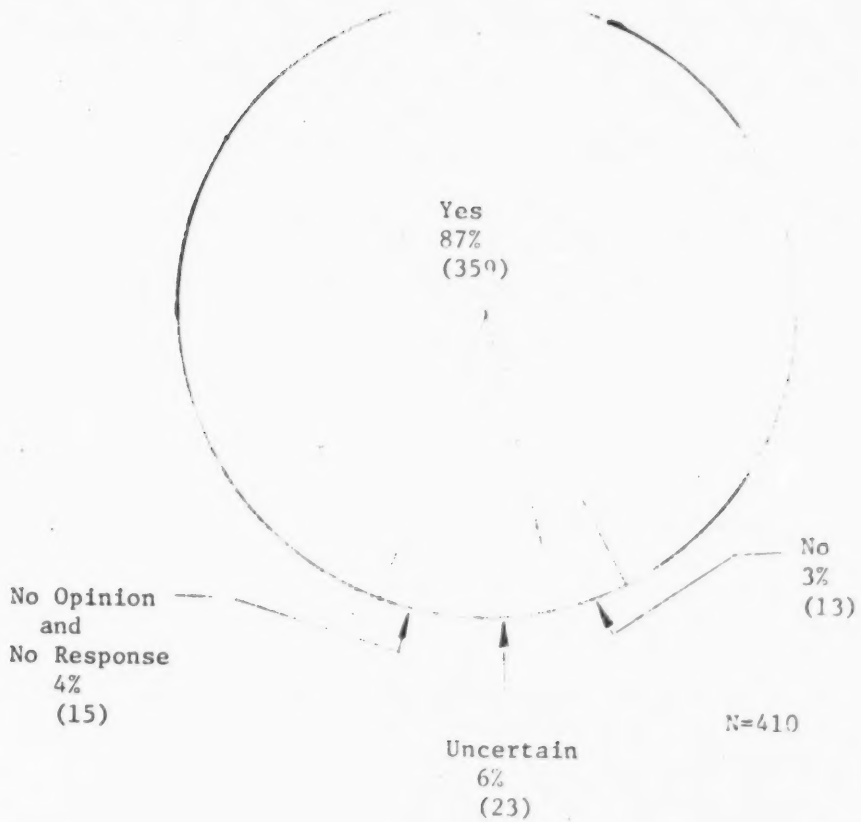
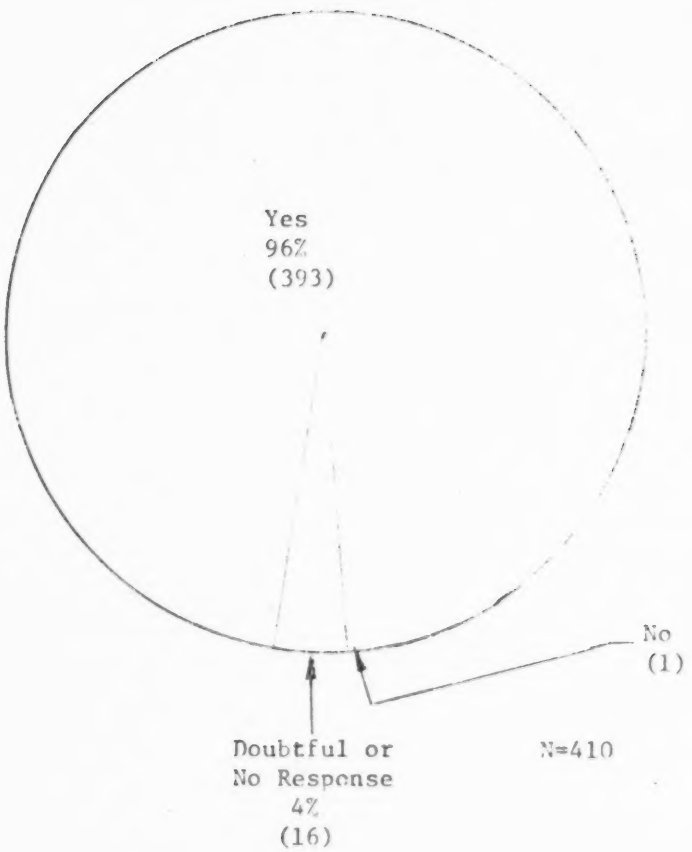


CHART XXII

PARENT'S FEELINGS ABOUT RECOMMENDING
NEBRASKA VOCATIONAL-TECHNICAL SCHOOL
TO FRIENDS AND RELATIVES



SUMMARY OF FINDINGS

The following are the major findings based on the data collected and analyzed in this study:

1. A majority of the parents in this school generally have some knowledge relative to Nebraska Vocational-Technical School programs in terms of meeting individual student needs.
2. A sizable majority of parents (97%) have concern relative to their children receiving good grades in school.
3. A majority of the parents have concern for children in Nebraska Vocational-Technical School and want them to profit from having this educational experience.
4. A majority of the parents (78%) indicate that the local schools should place greater emphasis on meeting the needs of all students, those preparing for college and those preparing for the world of work.
5. Parents (28%) of students served by Nebraska Vocational-Technical School indicated that more of the community and state resources should be utilized in preparing high school youth for the world of work.
6. A significant number (39%) of the respondents indicated the high school should improve the educational program for those students preparing for college.
7. Parents responding (41%) feel that most of the students in the state need not prepare themselves for college attendance.

8. A majority of the parents (59%) indicated there should be a more comprehensive program in the public schools (balance between vocational and college preparation).
9. Some parents of students served by Nebraska Vocational-Technical School indicated a willingness to share increased financial responsibility to expand educational opportunities for students and adults. A significant number (43%), however, indicated they need to know more about the plan while 25 percent indicated "no" to a willingness to financially assist the school to expand its programs.
10. A majority of the parents feel their children have made appropriate future occupational and professional plans.
11. The parents indicate that their children have a wide range of occupational choices in the world of work.
12. A majority of the parents (68%) indicated they would like to have their children learn some job skills while in high school.
13. The parents of students served (77%) feel their children have ability and interest to succeed in their selected occupational or professional field.
14. A total of 337 (82%) of the parents indicated that a college education was important for their children.
15. A majority of the parents want their children to have some education beyond the high school.
16. Many parents are not sure relative to the main purpose of a high school education.
17. A majority of parents (80%) indicated it is important to prepare for the world of work while still in high school.

18. The parents indicated they had given considerable thought to their children's future job and employment, and there is dignity in the world of work.

19. A majority of the parents (78%) indicated many more students in their area could profit from vocational training while still in high school.

20. A significant majority (87%) of the parents felt the training and educational expenses at Nebraska Vocational-Technical School were justified in preparing their child for the world of work.

21. Nearly all (96%) of the sample of parents would recommend Nebraska Vocational-Technical School to friends and relatives.

RECOMMENDATIONS

Based upon the data generated from this study the following recommendations are warranted:

1. An extensive public relations program be designed to improve the image and understanding by parents of the public school and Nebraska Vocational-Technical School.
2. Plans should be developed for improving vocational offerings within the high schools of the state.
3. Greater emphasis should be placed on vocational guidance at all levels.
4. Efforts for improving communication between parents, school, and students should be improved.
5. Policy-makers for Nebraska Vocational-Technical School should develop plans for master planning for program change and make extensive use of citizen groups in the process.
6. Nebraska Vocational-Technical School should give consideration to evaluating the total educational program in terms of quantitative and qualitative criteria.
7. This study should be replicated three years hence to assess change resulting from the present study.

CONCLUDING STATEMENTS

A summary of the preceding data in this report reveals to the members of the committee responsible for planning and conducting this study that, generally, parents served by the Nebraska Vocational-Technical School react positively to the public school system and Nebraska Vocational-Technical School. The results indicate that parents have a good perception and understanding of the value of education, but in some cases there is an indication that parents are somewhat confused relative to the present purpose of the on-going programs within the public schools.

The results also indicate that there is a positive reaction by parents relative to the importance of planning with their children for a life's work and for future employment. The findings further indicate the need to provide parents with an orientation of Nebraska Vocational-Technica' School's programs and better acquaint parents with educational opportunities available to the adults in the area served.

This study indicates that additional research on the data generated in this study seem to be warranted. The value of the data received from the parent study should stimulate the desire on the part of administrators and policy-makers to review the present program and offerings at Nebraska Vocational-Technical School. The parent's attitude further indicates that those in positions of authority should review again the resources, facilities, finances, staff, and equipment available and be responsive to each individual student's needs at Nebraska Vocational-Technical School. It is further suggested, based on the results of this study, that a

similar study of this one be replicated three years hence to provide available data for those in responsible positions to further strengthen the position of the school. The data compiled in this study should be of value in providing resource material to be utilized for program planning and implementation, but of greater significance is the attitude of the parents relative to the student, and the public schools within the state served by Nebraska Vocational-Technical School. It is possible that this data will provide a structural linkage for bridging the gap between Nebraska Vocational-Technical School and the parents of the state.

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NEBRASKA VOCATIONAL
TECHNICAL SCHOOL
LOWELL A. WELSH, DIRECTOR
MILFORD, NEBRASKA 68405

REPLY TO THE ABOVE OFFICE

March 15, 1971

Dear Parent:

As parents of past graduates of the Nebraska Vocational Technical School, I am asking your cooperation and assistance in completing and returning the enclosed questionnaire. The Nebraska Vocational Technical School is always interested in upgrading and updating its program offerings to meet the needs of its students, the industries they serve, and you the people who make the training available.

For quite some time we have felt the need for a complete assessment and evaluation of our course offerings, and the parents attitudes and feelings toward vocational education.

Due to the great numbers involved, and the geographic dispersion of you parents, a personal interview is impossible. We feel the next best method is to conduct the survey through the use of a follow-up questionnaire. The main purpose and objectives of this survey is outlined in the front section of the questionnaire. The ultimate goal is to offer a better quality of education to future students.

A return envelope has been enclosed for your mailing convenience.

Sincerely,

John Treu, Department Head
Building Construction Technology
Project Director

JT:ms

Enclosure

TEL. (402) 761-2131 ■ ESTABLISHED IN 1941 AT milford NEBRASKA 68405

Lowell A. Welsh, Director

October 25, 1971

Dear Parent:

Recently you received by mail, a letter of introduction and a questionnaire. In this letter you were asked to participate in an assessment and evaluation of the "PARENT'S ATTITUDE TOWARD NEBRASKA VOCATIONAL TECHNICAL SCHOOL'S EDUCATIONAL PROGRAM AND STUDENT'S OCCUPATIONAL ASPIRATIONS".

If you have completed the questionnaire and have returned it to the School, please disregard this letter. If you have not, would you please take a few minutes and do so. The greater the return we receive, the more accurate the evaluation will be. This information will be used to improve the quality and quantity of education to present and future students.

Thank you for the cooperation and assistance in this most worthwhile project.

Sincerely,

NEBRASKA TECHNICAL COLLEGE
Milford, Nebraska 68405

John Treu

John Treu, Division Chairman
Construction Occupations

JT:ms

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PARENT'S ATTITUDE TOWARD

NEBRASKA VOCATIONAL TECHNICAL SCHOOL'S

EDUCATIONAL PROGRAM

AND

STUDENT'S OCCUPATIONAL ASPIRATIONS

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Ivan E. Valentine, Ph.D.
Colorado State University
Fort Collins, Colorado

OBJECTIVES OF PARENTS ATTITUDE TOWARD SCHOOL

1. To determine parents satisfaction or dissatisfaction with the program offerings in the Nebraska Vocational Technical School system.

2. To determine parents attitude toward expanding vocational education in the Nebraska Vocational Technical School system.

3. Would parents assist children in planning for job training while still in high school.

4. Do parents feel their children's occupational aspirations are compatable, relative to their aptitude and ability.

5. To determine parents attitude relative to their childrens plans for a college education.

6. To determine parents attitude relative to increasing taxes and improving the local public schools.

DIRECTIONS:

This research questionnaire has been developed to gather information on how you, as parents and citizens, feel about Nebraska Vocational Technical School and their present program. The satisfactions or dissatisfactions you feel relative to the present school programs can be most helpful in evaluating the present educational programs. The results will give direction to the local board of education on its plans for new programs.

Please be honest and answer all questions. We want to know how you feel about each question. The correct answers are what you think and feel. After you complete the questionnaire, check it quickly to be sure that all items have been answered.

Your name should not be placed anywhere on the questionnaire. Responses on the questionnaire will be held in strict confidence and individual replies will be submerged in summary data.

Thank you for your cooperation in this most worthwhile project that is designed to improve the quality and quantity of education to youth and adults in the state of Nebraska.

PARENTS ATTITUDE TOWARD:

Nebraska Vocational Technical School
Milford, Nebraska 68405

1. Do you think the present curriculum offerings at Nebraska Vocational Technical School are responsive to student needs? (check one)

1	Yes
2	No
3	Not sure
4	Don't know

2. How important is it to you that your children (child) have a college education? (check one)

1	Very important
2	Quite important
3	Fairly important
4	Not very important
5	Not very important at all
6	No opinion

3. What do you think of your children's (child's) occupational plans? (check one)

1	Think they are shooting too high.
2	Think it is a good occupation and they have a chance of making good.
3	Think they should be planning for something different.
4	It is entirely up to the child concerned.
5	Have never discussed it with them.

4. How do you feel about your children (child) attending college? (check one)

1	Take it for granted they will go to college.
2	Actively urge them to attend college.
3	The decision is for the individual (child) to make.
4	Have mixed feelings about my children (child) attending college.
5	I am opposed to my children (child) attending college.
6	Don't know at this time.

5. How important is it to you that your children (child) receive good grades in school? (check one)

1	Very important
2	Quite important
3	Fairly important
4	Not very important
5	Not important at all
6	No opinion

6. Is it important to you that your children (child) study hard? (check one)

- [1] Very important
- [2] Quite important
- [3] Fairly important
- [4] Not very important
- [5] Not important at all
- [6] No opinion

7. How important is it to you that your children (child) go on for more education beyond the high school? (check one)

- [1] Very important
- [2] Quite important
- [3] Fairly important
- [4] Not very important
- [5] Not important at all
- [6] No opinion

8. What are your present educational plans for your children (child) beyond the high school? (check one)

- [1] College or University (4 years)
- [2] Community College (2 years)
- [3] Technical or Trade School
- [4] Business School
- [5] Really don't know
- [6] Other (please specify)_____
- [7] Enter Armed Forces
- [8] None of these

9. I have thought about my children's (child's) future job and employment (check one) . . . .

- [1] A great deal
- [2] A lot
- [3] Some
- [4] A little
- [5] Not much
- [6] Confused about their plans

10. How much occupational choice do you think your children (child) should have? (check one)

- [1] A great deal of choice
- [2] A lot of choice
- [3] Some choice
- [4] A little choice
- [5] Not much choice
- [6] No choice

11. Would you like your children (child) to learn job skills while in high school? (check one)

1	Yes
2	No
3	Need to know more about opportunities
4	No opinion

12. Check the one item below which, in your opinion, represents the main purpose of a high school education: (check one)

1	Provides vocational training; develops skills and techniques directly applicable to their career (to obtain a good job after high school).
2	Develops the ability to get along with different kinds of people.
3	Provides a basic general education and appreciation of ideas.
4	Prepares youth for college or university.
5	Develops knowledge and interest in community and world problems.
6	Helps develop moral capacities, ethical standards and values.
7	Prepares youth for a happy marriage and family life.

13. Are your children (child) presently participating in a cooperative education program? (Going to school on-half day and working on a job the other half day--this program sponsored by your school system) (check one)

1	Yes
2	No
3	Don't know

14. Would you like to have your children (child) enroll in such a program (cooperative-education) in your schools if it were made available? (check one)

1	Yes
2	No
3	Don't know

15. Do you feel that vocational education (training for employment) should be expanded at Nebraska Vocational Technical School? (check one)

1	Yes
2	No
3	No opinion

16. Do you think it is important for students to prepare for jobs while still in high school? (check one)

[1] Yes
[2] No
[3] No opinion

17. Would you oppose your children's (child's) decision to enroll in vocational education course in high school (to prepare for the world of work)? (check one)

[1] Yes
[2] No
[3] No opinion

18. The local school system is too traditional in its curriculum, and it should be updated to be more responsive to the individual and community need. (check one)

[1] Yes
[2] No
[3] No opinion
[4] Don't know

19. I am unhappy over the lack of success by my children (child) in the present high school (junior high) program. . .(check one)

[1] Yes
[2] No
[3] No opinion
[4] Not applicable

20. Is there dignity in the world of work for those who work with their hands? (check one)

[1] Yes
[2] No
[3] No opinion

21. There are many students in our community who could profit from vocational training (job preparation) while still in high school. (check one)

[1] Yes
[2] No
[3] No opinion

22. Should the guidance and counseling services in the local schools be expanded to better inform students about the world of work? (check one)

[1] Yes
[2] No
[3] No opinion

23. Do you think your children (child) would profit from having some vocational training (job preparation) while in high school? (check one)

[1] Yes
[2] No
[3] No opinion
[4] Not applicable

24. In your opinion, are your children's (child's) choice for a life's work realistic (in terms of ability and apptitude,etc.)? (check one)

[1] Yes
[2] No
[3] Not sure
[4] No opinion

25. Should the local school system and the state place a greater emphasis on meeting the needs of all students; those preparing for the world of work and those preparing for a college education? (check one)

[1] Yes
[2] No
[3] No opinion
[4] Really don't know

26. Do you feel more of the communities resources (staff, money, facilities, and equipment) should be directed toward preparing more high school youth for the world of work? (check one)

[1] Yes
[2] No
[3] No opinion

27. Are the local schools responsible for providing more education and training for students <u>not</u> planning to attend college? (check one)

[1] Yes
[2] No
[3] No opinion

28. Should the local school system expand the opportunities to improve the educational program for those preparing to attend college or a university? (check one)

[1] Yes
[2] No
[3] No opinion

29. Should most of the students in this community prepare themselves for college or university attendance? (check one)

1	Yes
2	No
3	No opinion

30. In your opinion, should the local schools provide a more comprehensive program (vocational and college preparation) to bring about a better balance in educational opportunities? (check one)

1	Yes
2	No
3	Don't know enough about the program
4	No opinion

31. Are you willing to share in an increased financial responsibility (additional taxes, local and or state) to expand and improve the educational opportunities for the students and adults of this community? (check one)

1	Yes
2	No
3	Undecided
4	Need to know more about the plan

32. In your opinion, did the training and educational expenses at this institution prepare your son or daughter for the world of work? (check one)

1	Yes
2	No
3	Uncertain
4	No opinion

33. Based on the success of your son or daughter on the job and the quality of the program that they completed at Nebraska Vocational Technical School, would you recommend this school to your friends and relatives? (check one)

1	Yes
2	No
3	Doubtful